

Lesson Topic: Sexual and Reproductive Anatomy**Standards Alignment:****National Sex Education Standards**

AP.5.CC.1 – Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies.

PD.5.AI.2 – Identify trusted adults, including parents, caregivers, and health care professionals, who students can ask questions about puberty and adolescent health.

Nevada Academic Content Standards

1HRS.5.1 – Identify the structures and functions of the human reproductive systems using correct anatomical terms.

1HRS 5.2a - Explain the physical, social, and emotional changes that occur during puberty and adolescence.

1HRS 5.2b – Explain how the timing of puberty and adolescent development varies considerably and can still be healthy.

Objectives:

- **Correctly name at least two parts of the two sexual and reproductive systems.**
- **Describe the functions of at least two parts of each of the two sexual and reproductive systems.**

Activities:

Video: Anatomy: Assigned Sex At Birth (Male) (3:07) <https://youtu.be/G2ciOhidKpg>

Video: Anatomy: Assigned Sex At Birth (Female) (1:51) <https://youtu.be/j9QgcCK6FKM>

Reproductive system diagrams-(located at end of this packet)

Closing Group Game (informal assessment)

Lesson Prep:

Make copies of Male and Female diagrams (located at end of this packet)

Lesson Intro:

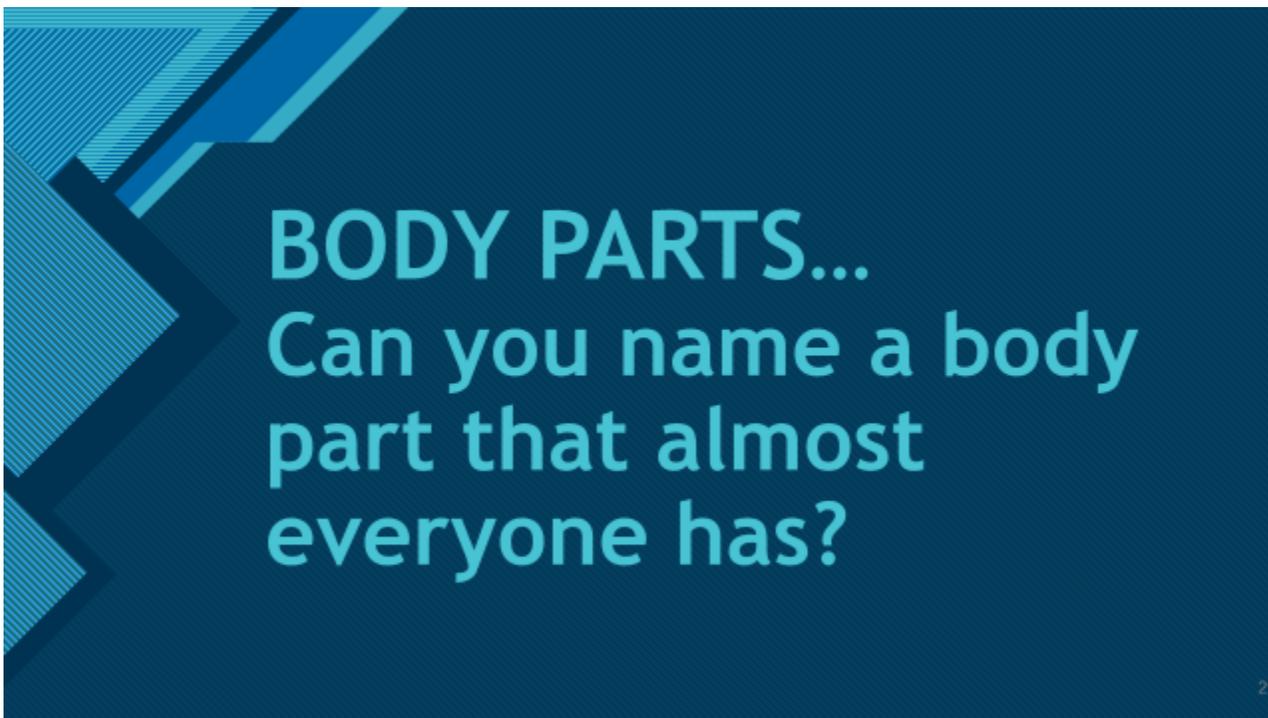
- SHARE is important for everyone in the class.
- The goal is for every one of you to feel that these classes relate to you and your life.
- This curriculum and resulting class discussions are intended to be respectful and inclusive of many perspectives and allow all students to see themselves and understand their own health and sexuality.

- The purpose of SHARE is to assist you in making informed choices and avoid behaviors that put you at risk.
- All questions are welcome. If you don't feel comfortable asking in class, I've provided paper for anonymous questions or you may talk with me later.

Use of Slang Words: *If students use slang words, keep in mind that may be the only language they have heard before this class. They also may just be trying to get a rise out of you. Since you won't know their motivation, should they use a slang term, gently correct them (remind them that we are using the correct anatomical terms-like scientists) and ask them to continue. For example, if they were to say, "balls" for "testicles," there is likely to be some laughter. Simply say, "And what is the word we learned for 'balls?'" and restate using the term testicles.*

Lesson:

Slide 2: "We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?"



Note to the Teacher: *Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts.*

"While there are all these body parts that almost everyone has, there are some parts that some people have, and some that others have. This includes our sexual and reproductive systems. Sexual systems are used for having a sexual relationship with another person when you're older, if you choose to do that. Reproductive

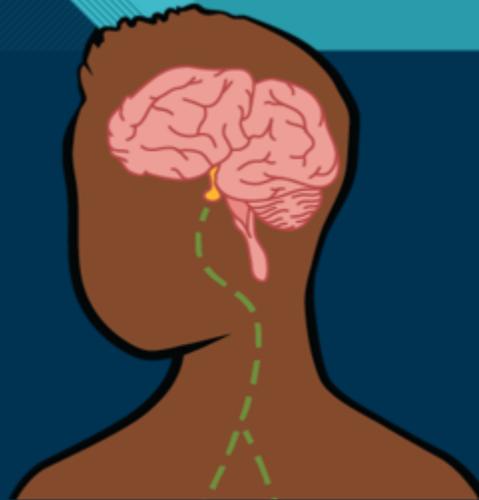
systems are used in making and having babies when you're older – again, if you choose to do that. Today, we're going to focus on the parts that are involved in reproduction, or making babies.”

Slide 3: “We have reproductive body parts from the time we're born, but we can't make babies when we're little. When we reach puberty – which usually begins anywhere between the ages of 9 and 14 – our bodies start releasing special hormones from the **pituitary gland**. Hormones are the natural chemicals in our bodies that are responsible for different functions and changes.”

Pituitary Gland

- The **pituitary gland** is very small — only about the size of a pea!

Its job is to produce and release **hormones** into your body.



Slide 4: Point out that one change they may have noticed already is that their clothes from last year might not fit as well this year, as they have continued to grow taller and have their bodies change in other ways.



If your clothes from last year are too small, it's because your **pituitary gland** released special **hormones** that made you grow.

Slide 5:

Video: Anatomy: Assigned Sex at Birth (Male) (3:07) <https://youtu.be/G2ciOhidKpg>

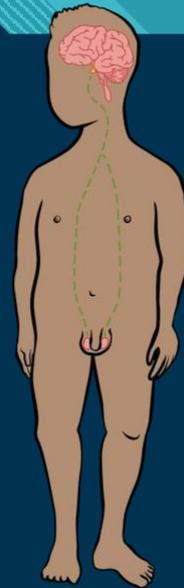
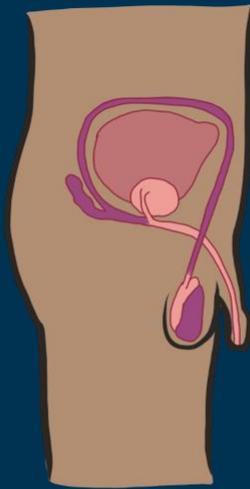
Anatomy: Male

MOVIE

Slide 6:

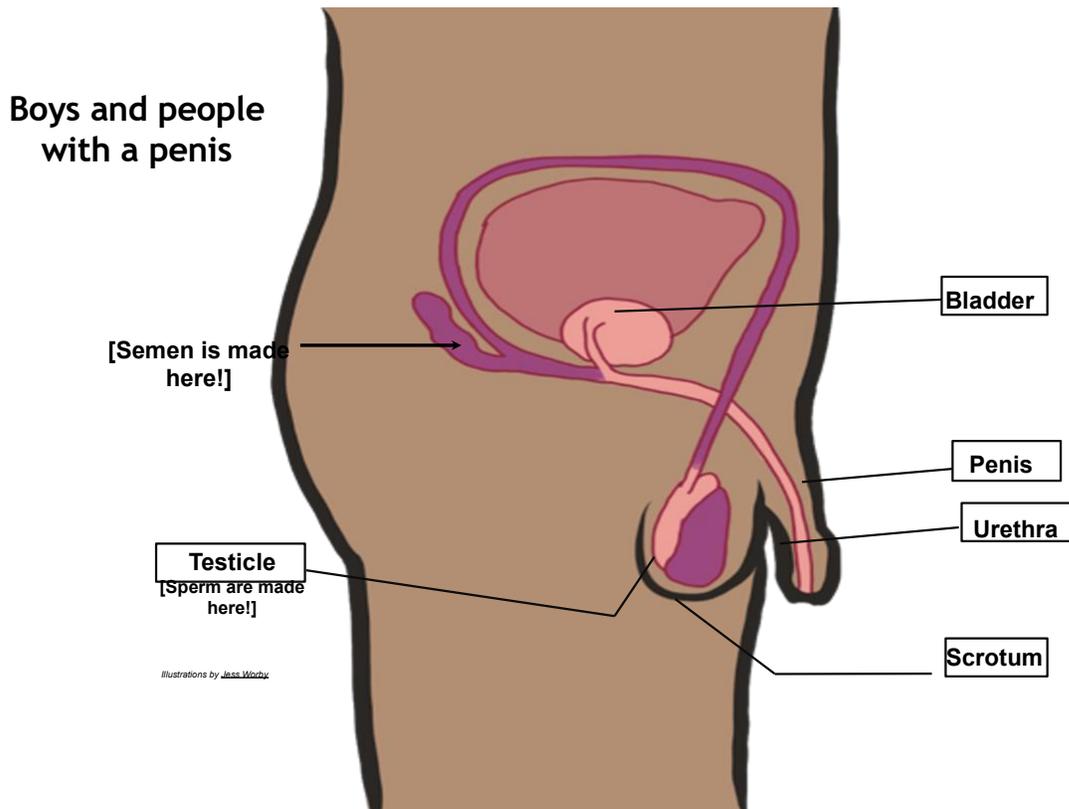
Activity: Reproductive System-Student Worksheet – this activity can be completed whole class, small group, but best completed individually.

Boys and people with a penis



- Distribute the diagram.
- Explain that there are two different kinds of reproductive systems, and you're going to go through the first one now. Ask the students to write the name of each body part on their sheet as you explain what each is.

Slide 7: [Note: You should click before revealing each term on slide 7; each time you read a word that is bold and underlined, stop and remind students to write that word on their worksheets.]



Note to the Teacher: When the word “Penis” is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: “Why do we laugh when we hear the word “penis?” Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the word “penis” or some of the other words we will discuss but that it is important to learn them.

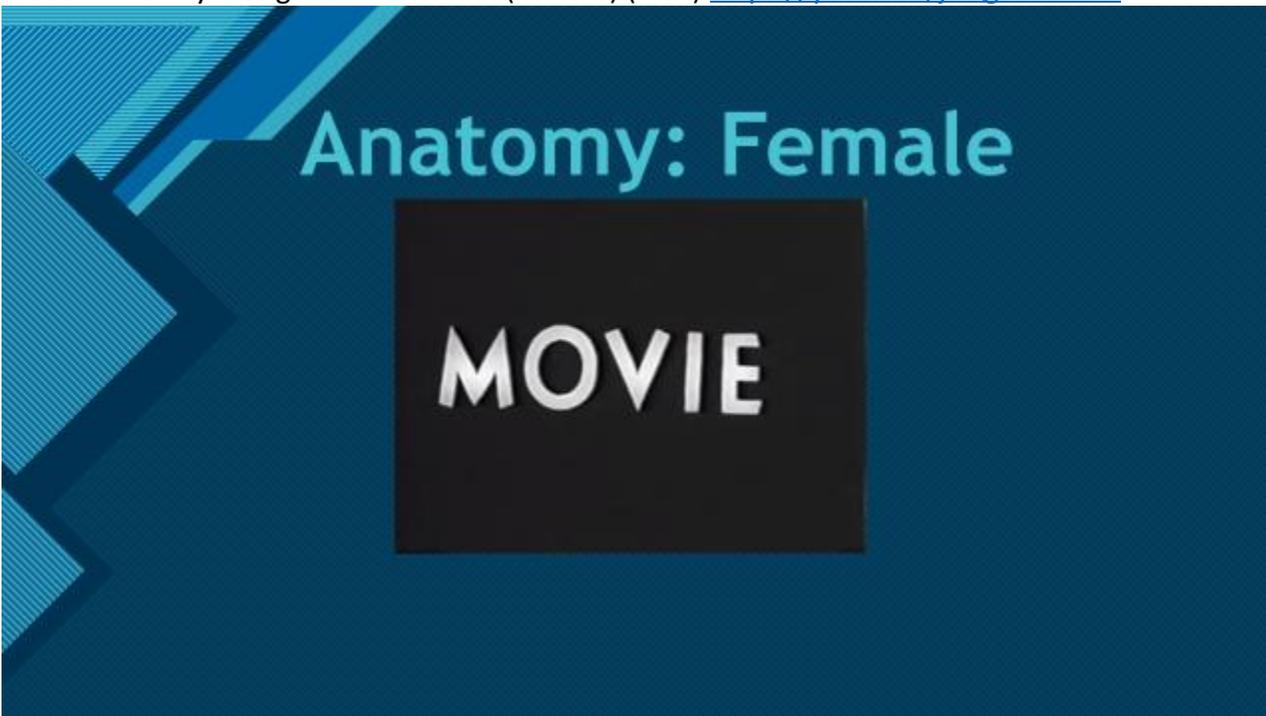
- Point to the opening in the penis and say, “This is the opening to the urethra. Does anyone know what comes out from here? Take a few responses and say, “It is the opening at the tip of the penis where the urine, or pee, comes out. Once a person with a penis goes through puberty and begins to produce semen, semen and sperm will exit the body through the urethra. Semen contains sperm. Sperm are one of the two tiny cells that are needed to make a baby. We’ll talk about the other type of cell in a minute. The semen is the fluid that has sperm in it.”
- Point to the testicles and say something like, “Speaking of testicles – that’s what these are [point to them on the diagram]. Does anyone know what they do?” Take a few responses and say, “The testicles are two little round organs that make sperm.”
- Point to the scrotum and pronounce the term. Say, “The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm.”

- Point back to the urethral opening and show on the diagram how sperm can be made in the testicles and travel through the reproductive system to leave the body through the urethral opening.
- Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body.

Explain that these parts of the body are called genitals. Then point to the anus. Explain that this is the opening where the solid waste, or poop, leaves the body when someone makes a bowel movement. The anus and the bladder are not part of the reproductive system.

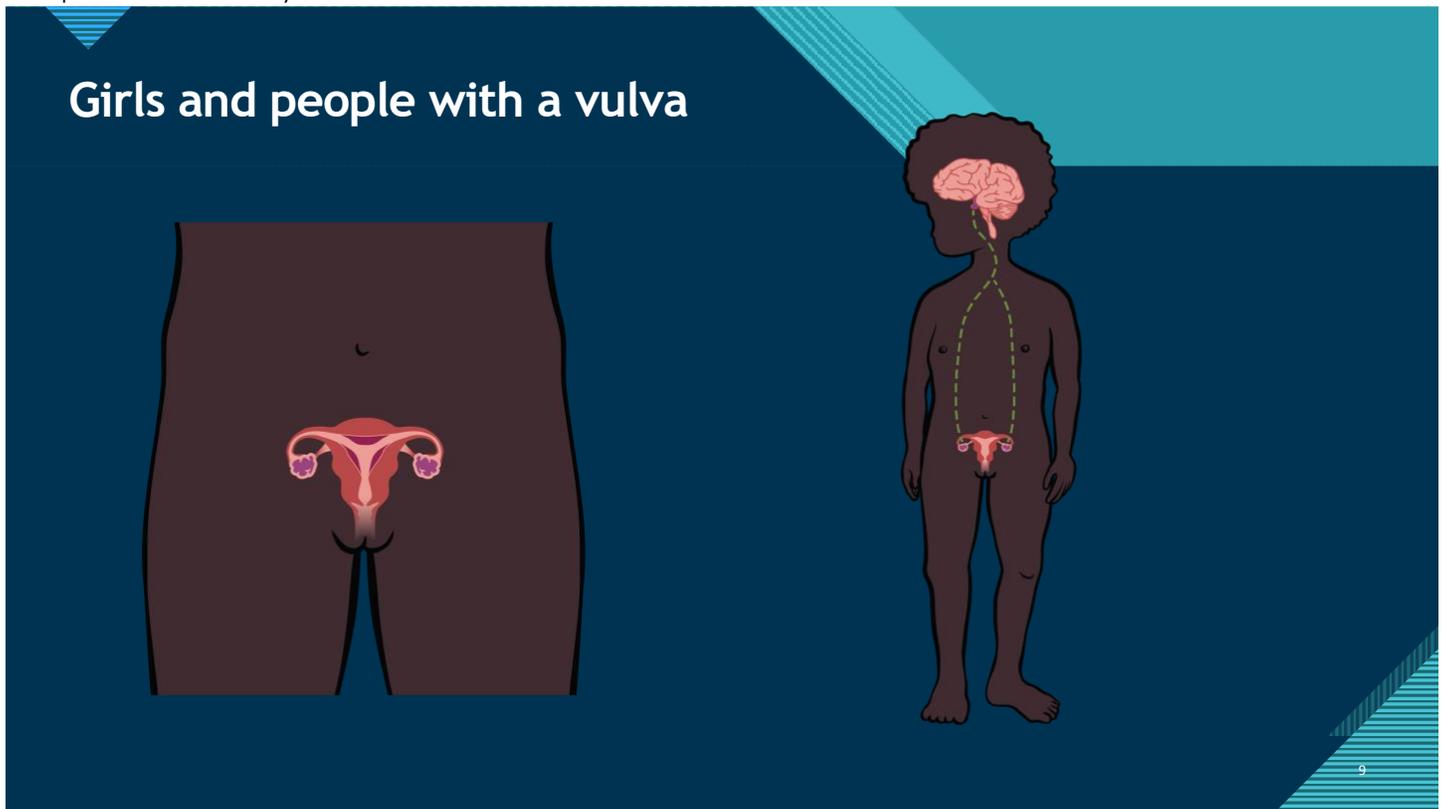
Slide 8:

Video: Anatomy: Assigned Sex At Birth (Female) (1:51) <https://youtu.be/j9QgcCK6FKM>



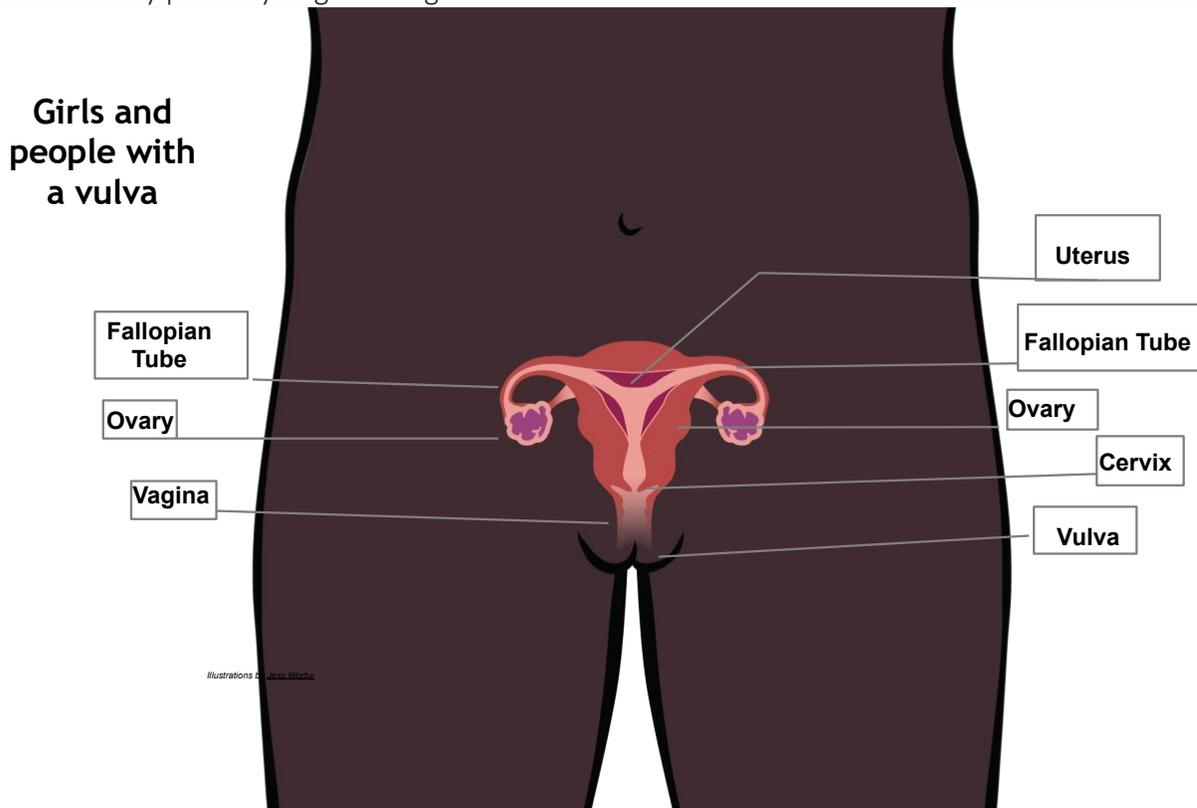
Slide 9:

Activity: Reproductive System Diagram – this activity can be completed whole class, small group, but best completed individually.



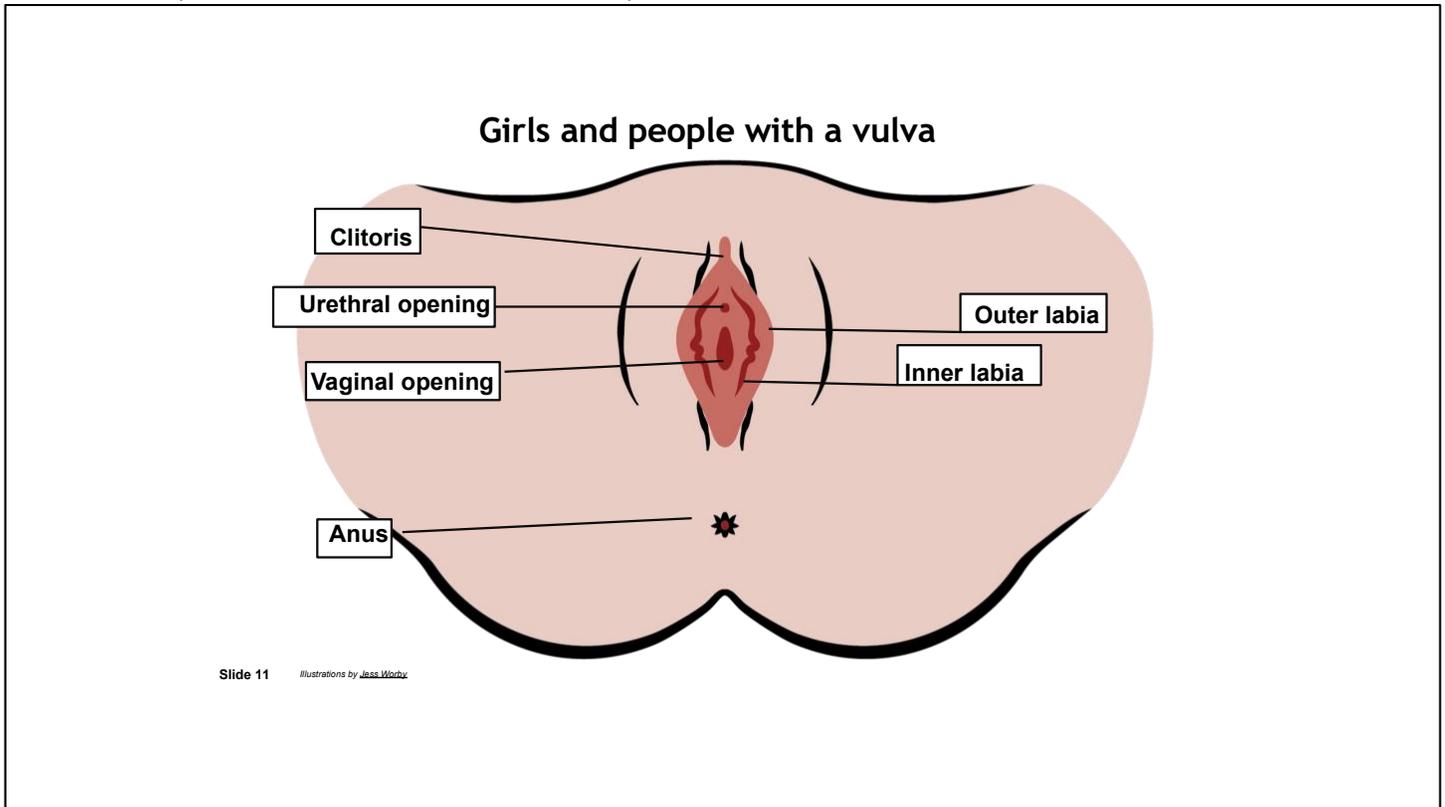
- Distribute diagram handout.

Slide 10: Explain that this is another system involved in reproduction, and again, that they should write in the name of each body part as you go through them.



- Point to the two **ovaries**. Pronounce the word then say, “Does anyone know what the ovary does?” Take a few responses and say, “The ovaries are two little round organs that store ova. “Ova” is another word for eggs. Remember how I said before that sperm is one of the two cells needed to make a baby? The other one is ova or eggs. When **puberty** begins, the ovaries start to send out one egg from one of the ovaries each month. The egg goes from the ovary into the **fallopian tube** where they start making their way down to the **uterus**.”
- Next, say something like, “If that egg is fertilized with a sperm cell on it’s way through the fallopian tube, a pregnancy will likely occur. The fertilized egg will attach to the inside of the uterus and continue to develop. “As a baby grows inside the body, and before it is born, it is called a ‘fetus.’ A fetus grows inside the uterus. If sperm doesn’t get inside the body to make a pregnancy, the egg breaks apart in the uterus and leaves the body along with blood and tissue that have built up inside the uterus in case pregnancy happens. That’s called menstruation, or having a period.”
- Next, point out the **vagina**. Pronounce the word and say, “This is the passageway leading from the uterus to the outside of the body. During childbirth, a fetus will come through the **cervix**, into the vagina and come out through the opening to the vagina. The opening to the vagina is also where menstrual blood leaves the body, and where a tampon can be inserted during menstruation. It’s also how sperm gets inside the body to try to find an egg to start a pregnancy.”
- Say something like, “The opening to the vagina is located at the top of the **vulva**.”

Slide 11: Explain that “vulva” is another word for genitals that include the parts on this slide, and that these parts are on the outside of her body.



- First, point to the urethral opening. Say that this is the opening through which urine leaves the body. Explain that everyone has a urethra, and therefore, everyone has a urethral opening.
- Point to the vaginal opening and say, “This is the opening through which a fetus or menstrual blood comes out.”
- Then point to the clitoris and say “This is the clitoris, located above the urethral opening. It doesn’t have anything to do with reproduction, but it is very sensitive when it’s touched.”
- Reveal the words for the outer labia and inner labia. Explain that labia is another word for “lips,” and that these two sets of lips protect the rest of the genitals, especially the openings you just described.
- Finally, advance to reveal the word “anus,” and explain that this body part doesn’t have anything to do with reproduction either, but you wanted to include it so people understand the locations of these other body parts. Explain that the anus is the hole through which solid waste or ‘poop’ leaves the body.”

Slide 12: Our body parts are unique



Remember, everybody is unique, no individual is exactly like another. That also includes their body parts (including their sexual and reproductive organs and systems) everybody's parts are unique to them.

Slide 13:

Ask: "What are some reliable places someone could go to if they wanted to learn more about the reproductive system?"

If you have More questions about what is or isn't happening to your body, who could you ask?

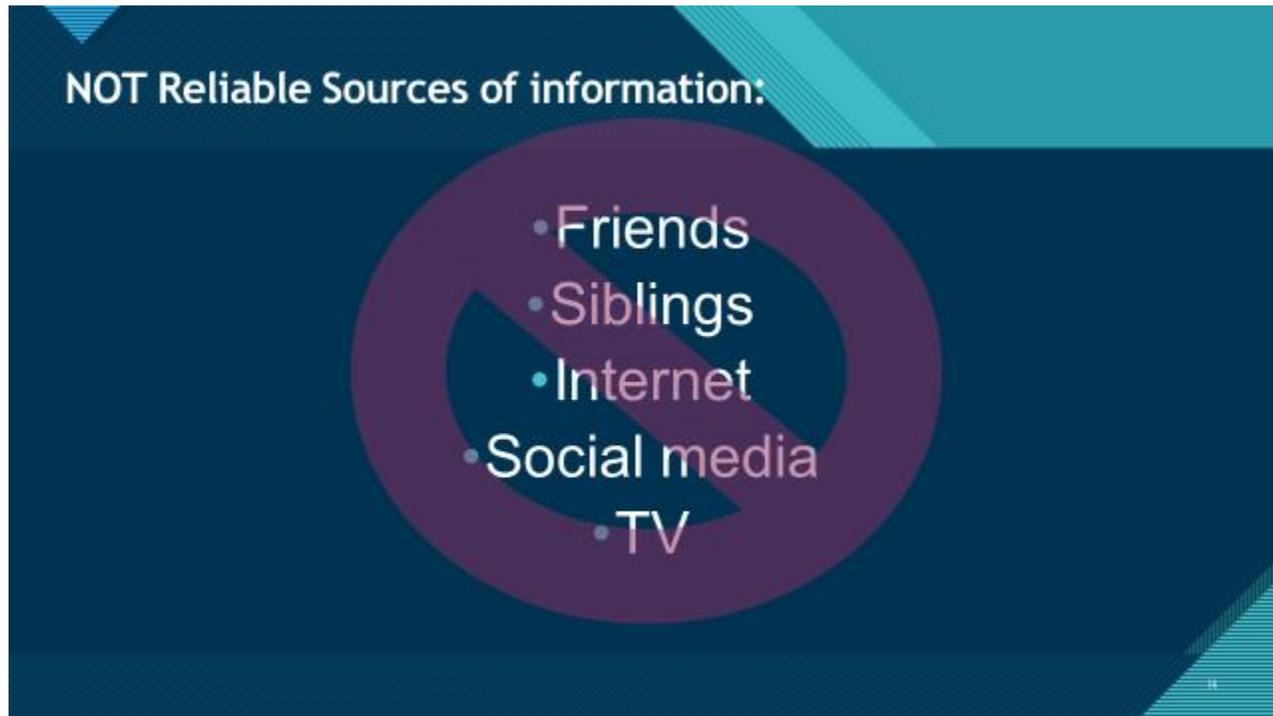
Parent or Guardian	Trusted adult	School Counselor	School Nurse
Teacher	Faith based leader	Health Clinic	Health care provider

Note to the Teacher: listen for responses including the school nurse, your parents, and your doctor.

If students suggest the internet, make sure to reinforce that the internet does have some reliable and accurate information, but it also has a lot of bad and wrong information and so the internet is only a good source if they find a reliable site. The same for television or even magazines.

If students suggest friends or older siblings tell them that, although we learn a lot from our friends, classmates and older siblings, they often do not have accurate information, so they are not generally a good source. Tell students if they learn something about the reproductive system from someone their age or from an older child or teenager, to check it out with an adult, to find out if it is accurate.

Slide 14: Not Reliable Sources



NOT Reliable Sources of information:

- Friends
- Siblings
- Internet
- Social media
- TV

Closing Game –if time permits

Slide 15:



Explain that you are going to play a game now to see how much everyone remembers.

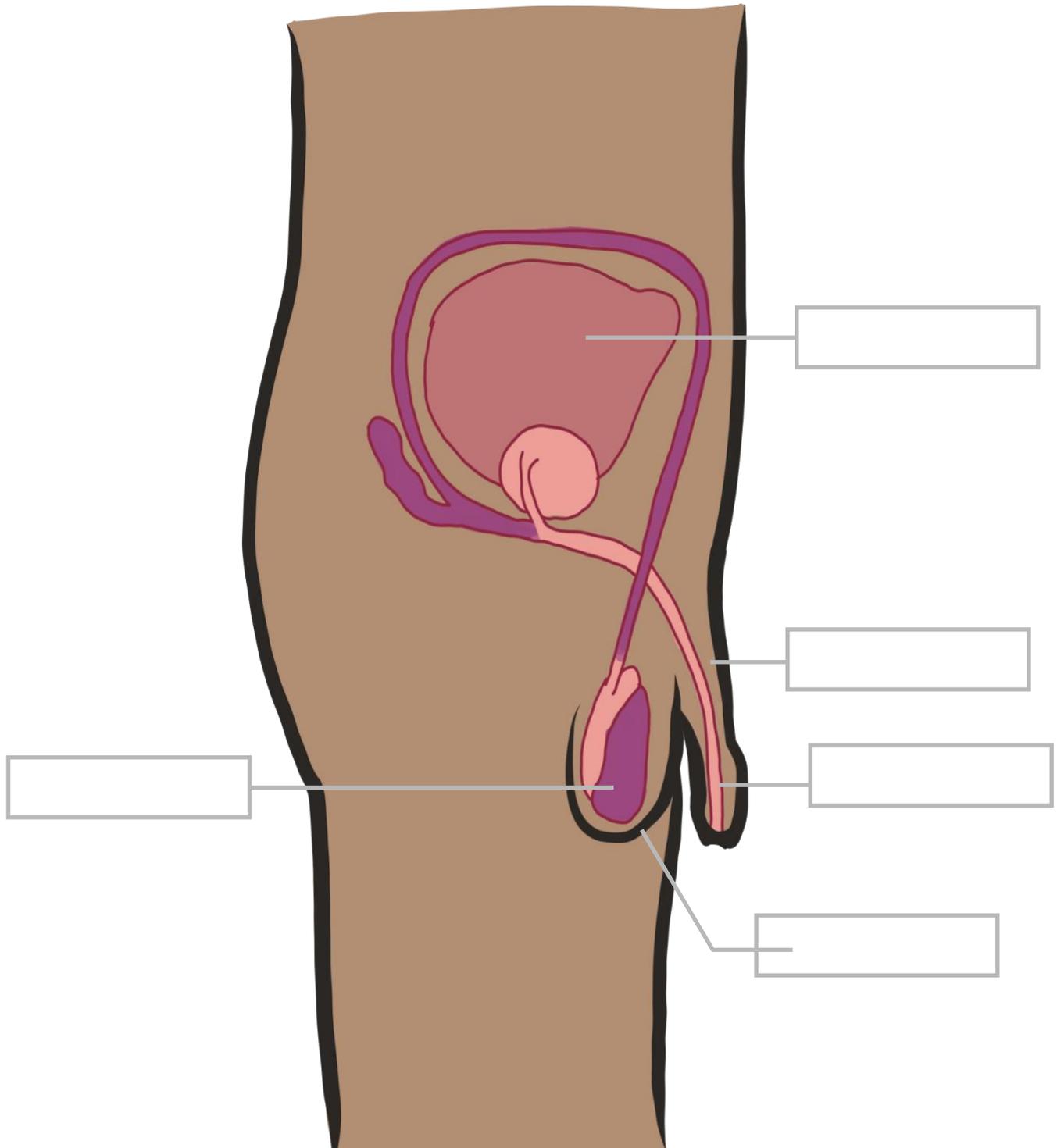
- Divide the class into 5 groups.
- Ask each group to select one person to serve as the group’s spokesperson for one question only.
 - Say something like, “I’m going to read a question, and your groups will have 10 seconds to come up with the correct answer. Once you’ve come up with that answer, your spokesperson will come to the white board and wait. When everyone’s up there, I’ll say, ‘go,’ and you will all write your answer. Each group that gets it right will get one point.” Ready?”
 - After the groups have chosen their spokesperson and given that person a white board marker, ask the first question:
 - **“In what part of the body is sperm made?”**
 - After 10 seconds, call time and ask the spokespeople to come to the front of the room.
 - Once lined up, say, “go” and have them start writing. Tell them if they or their group didn’t know they should guess. Read the responses and give a point to each group that answered correctly **[Testicle]**. Be patient around spelling, but feel free to offer the correct spelling if students are a bit off.
 - Ask those students to rejoin their groups, and say that the person to their left should be the next spokesperson.

- Ask the next question: **“What grows inside of the ovaries?”**
 - After 10 seconds, have the next spokesperson come up and write their answers. Again, give a point for each correct answer [Ova or Eggs].
 - Have them return to their seats.

- Continue rotating spokespersons and going through questions as time allows, using the following questions:
 - **“What is a baby called before it’s born?” (Fetus)**
 - **“In what part of the body does a fetus grow?” (uterus)**
 - **“Where does an egg go once it’s released from an ovary?” (fallopian tube)**
 - **“Where do the testicles live?” (scrotum)**
 - **“What has to happen before someone can make sperm or eggs?” (puberty)**

- **Bonus Round:**
- “Of the body parts we talked about today, what’s one that everyone has, no matter what their bodies look like? (Urethra, bladder, anus)

STUDENT WORKSHEET: Boy or people with a penis



STUDENT WORKSHEET: Girl or people with a vulva

